Big Book Maker:
Feeling Good About Yourself™

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Big Book Maker:

Feeling Good About Yourself™

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BIG BOOK MAKER:
Feeling Good About Yourself™

Big Book Maker: Feeling Good About Yourself™ is an easy-to-use publishing program that lets you combine graphics and text to create Big Books, storybooks, activity sheets, bulletin board displays, and so much more!
The program comes with a variety of graphics and typestyles. You can design your pages with clip art, text and frames. You can print out your pages in four unique sizes- mini-book, book, BIG BOOK, and BIG BIG BOOK!

This documentation is broken down into two sections: The Reference Guide and The Creative Guide.

REFERENCE GUIDE

The Reference Guide provides step-by-step instructions for designing a page. If you are using the 3.5" version, the entire program is included on one disk. If you are using the 5.25" version, the contents of each disk are:

- **DISK ONE:**
  Side one: Program
  Side two: Backgrounds

- **DISK TWO:**
  Side one: Clip Art
  Side two: Clip Art, Fonts, & Frames

If you are using the 5.25" version, you will be flipping the disks periodically during the use of the program. A prompt will appear telling you when you need to switch disks.

THE MAIN MENU

When you boot up the program the MAIN MENU will appear. There are three options listed:

- **Make a Big Book**
- **Use Utilities**
- **Quit**

To select an option from this or any other menu, simply use the arrow keys or Mouse to move the black highlight bar to the option you want, and press Return.

MAKE A BIG BOOK

A **Big Book** page is two screens long. It can be designed with clip art, frames and/or text. To begin designing pages of a **Big Book**, select **Make a Big Book** from the **MAIN MENU**. The next screen presents two choices:

- **Start a New Page**
- **Load a Page**

Select **Start a New Page** to create a new page.
A **Start With?** screen appears with two choices:

- **Blank Page**
- **Page with a Picture?**

The user can choose to start with a blank page to design or one of the colorful backgrounds.

Select **Load a Page** to work on a page that you have already saved onto a work disk. Insert the work disk on which your page is saved and press Return. The **Load Page** menu will appear. Select the page that you want to work on. The page will appear, along with the design menu.

Select **Page with a Picture**. A list of the background graphics appears alphabetically. Select a background graphic. The background graphic appears on the screen along with the **Page menu**.

The PAGE MENU:

After choosing a blank page or loading in a picture, the **Page Menu** will appear. This menu lists the following options:

- **See My Page**
- **Design My Page**
- **Save My Page**
- **Print My Page**
- **Utilities**

These are the basic options for creating and editing your Big Book.

•See My Page

Selecting **See My Page** allows you to scroll up and down the page. Select **See My Page** from the **Page Menu**. Use the down arrow key to scroll through the page. When you reach the bottom of the page, use the up arrow key to scroll back to the top. Press Esc to go back to the **Page Menu**.

•Design My Page

You can design your page with clip art, text or a frame.
Select **Design My Page** from the **Page Menu**.

The **DESIGN MENU** will appear with four choices:

- **Clip Art**
- **Frame**
- **Write**
- **Erase**

...CLIP ART

Select Clip Art to add clip art graphics to your page.

(If you are using the 5.25" version you will be asked to insert the Clip Art disk(Disk 2, Side 1&2) in any drive and press Return.)

A list of clip art categories appears alphabetically. Each category includes several pieces of art. *(Refer to the Art-at-a-Glance booklet to see the clip art in each category.)*
Select a clip art category. An instruction box will appear explaining the key commands to use while working with clip art. Press any key to remove the instruction box. *(Press Ö-? to see the instruction box at any time while designing your page.)*
The first piece of clip art from the file you selected will appear.
Press the **SPACE BAR** to view the different pieces of clip art in this category.
Press the **B** key to go backwards through the clip art category.

To Move Clip Art

Use the **arrow keys** to move the clip art anywhere on the screen. When you are happy with the location of the clip art, press Return to stamp it.

Note: Press a number from 1 to 9 to change the distance a piece of clip art moves when you use the Arrow keys. To move a piece of clip art a small distance (slowly), press 1 and use the arrow keys. To move a piece of clip art a larger distance (quickly), press the 9 key and then use the arrow keys.

To Flip Clip Art

You can flip any piece of clip art horizontally or vertically before you stamp it.
To flip a piece of clip art horizontally, press the **H** key.
To flip a piece of clip art vertically, press the **V** key.

To Stamp Clip Art

Press **Return** to stamp the clip art. The clip art will become part of your page design. You may stamp as many of the same piece of clip art you wish, or a variety of clip art. Press **Delete** to undo any clip art that you have stamped. Each time you press the Delete key, you will undo clip art in the opposite order in which it was stamped.

Note: Delete will only undo the clip art stamped while you are working within that category. Once you leave that clip art category, by pressing Esc, you must use the Eraser to "white out" the unwanted clip art. The Eraser will also erase that section of the background as well.

Press Esc to return to the Clip Art Menu. Select another clip art category, or press Esc to go back to the Design Menu.

...FRAME

Select **Frame** to put a frame around your page.
(This option is ideal for adding a decorative border around a narrative page. If you're using the 5.25" version, insert the Frames disk(Disk 2, Side 2) in any drive and press Return.)

The **Frame Menu** will appear.

- **Frame Set 1**
- **Frame Set 2**

Select a Frame category and the first frame in that category will appear. Use the SPACE BAR to view the other frames in the category and press Return to select one. The frame will appear around your page. A message will ask you if you want to use the frame. Press the **Y** key for yes and the **N** key for no.

...WRITE!

The write function allows you to add text to your page. You can combine different typestyles on your page. Select **Write!** from the **Page Menu**.
(If you are using the 5.25" version the program will ask you to insert the Typestyles disk(Disk 2, Side 2) in any drive and press Return.)
There are seven fonts from which to choose:

- Spanish
- Small
- Standard
- Cut Out
- Serif
- Big
- **Thick**

The **Typestyles Menu** will appear. Select a typestyle. An instruction box will appear explaining the key commands needed to use with the write function. Press any key to remove the instruction box. *(Note: Press open Apple- ? to call it up again.)*

Apple-**O** • **Outline:** Pressing these keys before you begin to type will outline the letters that you type.

Apple-**B** • **Bold:** Pressing these keys before you begin to type will bold the letters that you type.

Apple-**N** • **Normal:** Pressing these keys before you begin to type will return the letters back to the Normal style.

Apple-**C** • **Center:** Pressing these keys will center any line of text that you have just typed. You can only center one line of text at a time.

Special key commands are needed to use the Spanish typestyle.

(option) a	**á**
(option) e	**é**
(option) i	**í**
(option) o	**ó**
(option) u	**ú**
(option) n	**ñ**
(option) .	**¿**
(option) 1	**¡**

A cursor will appear in the upper left hand corner of the screen. Use the arrow keys to move the cursor to anywhere on your page that you want to start typing. Use Delete to undo unwanted text.
Note: This simple text processor does not have word processing capabilities-insert, word wrap or edit functions. The letters are actually handled just like clip art. Using the mouse or arrow keys you can move the cursor all around the screen to write shaped text, swerved text or wrap text around a picture. Once you press Esc, you can no longer delete the text you have previously written. Use the eraser to "white out" any unwanted text.

When you are finished typing, or you want to choose a different typestyle, press Esc to return to the **Typestyles Menu**. Press Esc again to return to the **Design Menu**.

..ERASE

The **Erase** function allows you to erase graphics and text from your page. The eraser is an adjustable solid block of white which, when stamped, will erase anything underneath it.
Select **Erase** from the **Page Menu**. An instruction box will appear explaining the key commands needed to use with the eraser. Press any key to remove the instruction box and an eraser will appear. Press the **SPACE BAR** to view the different eraser sizes, stopping at the size you want to use. Use the arrow keys to move the eraser over the part of your page that you want to erase, and press Return. The text or graphics underneath the eraser will disappear.
Press Esc to go back to the **Design Menu**.

Now that you are familiar with the four functions of designing a page, press Esc again to go back to the **Page Menu**.

•Save My Page

You can save your **Big Book** pages onto a formatted work disk.
*(To format a work disk, see the **Utilities** section.)*
Select **Save My Page** from the **Page Menu**. A message will appear telling you to insert your work disk. Insert your work disk in any drive and press Return. The **Save Page** screen will appear. At the bottom of the screen is the word **Name:**, followed by a flashing cursor. Type in a name for your page and press Return. The page will be saved onto your work disk, and the **Page Menu** will reappear.
Note: You may use periods instead of spaces to separate words in your page name.

HELPFUL HINT! It's a good idea to save your design periodically. This way you can reload your page if you make a mistake.

•Print My Page

Select **Print My Page** from the **Page Menu** and the **Print Menu** will appear offering five options:

- **Mini-book**
- **Book**
- **Big Book**
- **Big Big Book**
- **Change Setup**

The first four options relate to the desired size of the printout.

...Change Setup

To print out a page you must give the program specific information about the equipment you are using. This information is displayed in the **Current Setup** box at the bottom of the screen. Select **Change Setup** to change the printer settings displayed in the **Current Setup** box at the bottom of the screen.
(Current Setup information includes printer, interface, linefeed, print quality and printer slot.)

The **Setup Menu** will appear with the following choices:

- **Printer**
- **Interface**
- **Linefeed**
- **Print Quality**
- **Printer Slot**

Warning: *If you don't have the correct setup and you try to print, the program will freeze. This means rebooting the program and losing your design if it was not saved. When you change the setup you must have the Program disk in any drive and it must not be write-protected.*

Choose each item you need to change. After you change an item press Esc, and the Current Setup box will display the changes you made.

Common Setups

Computer	Interface	Printer
•Apple IIc	Apple IIc Serial Port	Apple Imagewriter II
•Apple IIe	Apple Super Serial	Apple Imagewriter II
•Apple IIGS	Apple IIGS Printer Port	Apple Imagewriter II

Print Options

Now that your Current Setup is correct, you're ready to print.
Select a print size for your page.

If you chose **Big Book** or **Big Big Book**, a screen will appear offering two choices:

- **All Panels**
- **Some Panels**

A page is divided into panels. The **Big Book** printout size consists of two panels and the **Big Big Book** size has three panels. This menu allows you to either print out all of the panels or select which panels you wish to print out. Select **All panels** to print out your entire page. If you select **Some Panels**, the **Select Panels** screen will appear and you will be choosing the section of the page that you want to print out. Use the right and left arrow keys to move the **Start Arrow** to the panel where you want the printout to begin.
Press ⌘ **-Right Arrow Key** and ⌘ **-Left Arrow Key** to move the **End Arrow** to the panel that you want the printout to end. Then press Return.

Note: If you are printing out a Big Book or a Big, Big Book make sure to adjust your printer so you won't have to do any trimming. Notice the red mark on the right side of the bailer bar. Simply line up the perforations of the computer paper with that red mark and your printouts (panels) will line up perfectly!

After you choose a printout size, a screen will appear with two options:

- **Normal**
- **Outline**

The **Outline** option removes most of the patterns from the graphic and prints it out like a coloring book.

(Note: If you use an outline typestyle on your design and choose the Outline print option, some of your letters could vanish. We suggest that you select the Normal printout option when using outlined text.)

Normal will bring up a **Print Color** Menu that offers two choices:

- **Black & White**
- **Color** *(You'll need a color ribbon)*

Choose the desired option and press RETURN.

Make sure your **Printer Setup** is correct, and that the paper is placed correctly in your printer. If your page prints on more than one piece of paper, the printer will automatically advance to the next sheet. Press RETURN to begin printing. A scale appears marking the progress of the printing.

•Utilities:

Select Utilities to:

- **Format a Disk**
- **Make a Folder**
- **Delete a File**

...Format a Disk

Select **Format a Disk**. A **Format Disk** menu appears with a list of the slot and drive numbers. Insert an unformatted disk in the drive and choose the slot and drive number. Next, a file box will appear asking you to give your work disk a volume name. Type in a name and the program will format the disk.

...Make a Folder

Big Book page files can be saved in folders. Select **Make a Folder** and the program will ask you to type in the name of your folder. You can make several folders on your work disk. Each folder can hold several files. Putting files into categorized folders keeps your disk more organized and it will be easier for you to load and delete files. To open a folder, you must move the highlight bar to it's name, then press RETURN.

...Delete a File

Select **Delete a File** if you want to delete an unwanted file from your work disk. Highlight the name of the file to be deleted, then press RETURN.

***Warning**: Once you delete a file, it's gone forever!*

Go To Main Menu:

Select **Go To Main Menu** to quickly get back to the **Main Menu**.

USE UTILITIES:

This works the same as the **Utilities** option, previously discussed under the **Page Menu** section of this guide.

QUIT:

This allows you to exit the program.

Creative Classroom Guide

Introduction: Developing Self-Esteem and Self Confidence

Webster defines "self-esteem" as "a state of satisfaction with oneself." Simply stated, to have self-esteem is to feel good about yourself- an important and necessary prescription fro happiness and contentment for adults and children alike. Without self-esteem, or a strong feeling of self worth, youngsters have difficulty building solid relationships with their family and friends, becoming motivated about their schoolwork, and feeling at ease in their social interactions. With it, children learn more readily and eagerly, are able to cultivate loving and nurturing relationships with others, and are generally more positive in their attitudes toward all aspects of life.

The concept of self-esteem is a broad one, encompassing the total individual: mind, body, and soul. The term is therefore concerned with one's state of mind, one's physical health and well-being, and one's overall outlook on life. But self-esteem does not stop with the individual; on the contrary, this healthy, positive outlook extends to one's family, school, community, and to the world at large.

When discussing self-esteem with students, the following questions can be addressed.

How do you treat yourself ?

Do you eat balanced, nutritional meals to keep your body healthy? Do you get enough exercise? Do you get enough sleep? Do you have time to play everyday? Do you keep your body clean and fresh by washing yourself, brushing your teeth, combing your hair, changing your clothes every day? Do you keep your room and your desk neat enough so that you can easily find things that you need?

How do you treat others?

Do you obey your parents' and teachers' instructions to you? Do you treat your parents, brothers, sisters, friends, and authority figures with respect and consideration? Do you try to understand the feelings of others and avoid hurting them unnecessarily? Do you share your things gladly with siblings and friends? Do you put things away when you are finished using them? Do you keep common areas of your house clean and neat for other people who use them? Do you remember to call,write to, or in some way remember a special person's birthday or anniversary? Are you patient and understanding when someone else fails to do any of the above things?

How do you treat your environment?

Do you put trash in its proper place? Do you recycle things that can be used again? Do you respect living things such as animals, pets, trees, bushes, and other plants around your home and neighborhood? Do you avoid yelling, playing music very loudly or playing with loud toys because it is disruptive behavior and leads to noise pollution? Do you help to mow the lawn, rake leaves, clear the table or wash dishes at home?

How do you treat possessions (yours and those of others)?

Do you use things carefully and considerately? Do you leave things in the same place and in the same condition in which you found them as a consideration for the next person who uses them? Do you report having broken or damaged something and offer to fix or replace it? Do you feel responsible for keeping objects in your home and at school in good condition by handling them with care?

Developing Self-Esteem with Big Book Maker

"Big Book Maker" gives students the capacity to express themselves through the various texts and graphics offered in this innovative program. They can use words, pictures, or a combination of the two to show how they feel about themselves, others, and their world. As such, "Big Book Maker" is a powerful tool that can be used to express feelings and attitudes in situations where verbal expression falls short. Students are offered numerous pictures and graphics which they themselves can manipulate in a way that allows them to best and freely express their ideas, feelings, and attitudes.

Each of the above points and many, many more can be illustrated with "Big Book Maker." The text and graphics capabilities of the program allow both teachers and students to create an endless array of real or imagined situations at home, in school, and in the community. "Big Book Maker" contains hundreds of clip art drawings, including children, people, animals, and many more objects, as well as backgrounds, borders, and other visuals to manipulate in virtually limitless ways.

Creative exercises for the classroom

This creative classroom guide offers ideas on how you can use "Big Book Maker" to enrich your curriculum. "Big Book Maker" is the perfect publishing tool. Use it to create not only Big Books, but activity sheets, beautifully illustrated storybooks, bulletin board displays and more!

The Children's Book Club

- Each time a student prints out a design bind it into a book of printouts. This book can be separated into sections for each type of project that was assigned. At the end of each week, month, or marking period the book can be shown to the class. A new book can be made every month and each class which uses ***Big Book Maker: Feeling Good About Yourself***™ will begin to form a library of designs.

- Allow students from the class to view these books on special days.

- If different classes are using Big book Maker, create a book club that allows teachers and students of the different classes to "take out" the books created.

Children's Publishing Room

- Select the Newspaper or Scroll background.

- Have students write and illustrate a world event, an unusual individual, classroom, or family experience, or an imagined event into a news report format. This activity focuses on learning a specific style of writing as well as gathering and interpreting data. For example:

  Headline: Preteen Saves Relative's Life
  Dateline: Anytown
  Who: Jenny, grandmother
  When: yesterday
  Where: at home
  Why: grandmother having heart attack
  How: administering fast and efficient CPR
  Quotation: "You saved my life!"
  by grandmother

- Then have the students design one or more screens to depict the news story including pictures. Allow students to interpret the report any way they wish.

- Talk about some of the similarities and differences among the pictures and then about how important it is to listen carefully when someone is describing something to be sure to get the story straight. Also discuss the importance of speaking clearly and saying what you mean. Both of these skills are much-needed in becoming a responsible person.

Sequencing

- Create a story that can be broken down into several scenes.
- Print out the pages and mount them onto cardboard and cut them out.
- Place the pictures out of sequence on a chalkrail, pocket chart, or flannel board.
- Have students place pictures into the correct sequence and either retell the story orally or have members of the class retell the story.
- Optionally: Retell two or more stories using the printouts for illustrations. The students' purpose is to note the similarities and differences between the two stories. The stories can be about the same subject (Pollution, making friends, ect.) or about different subjects.
- Write both story titles side by side and graph the likenesses and differences on the chalk board. This will help with understanding different situations, writing, and creativity.
- Print out ten or twenty big book pages and number them randomly. Hang them up in the wrong sequence outside of the gym or lunchroom.
- Have a "hallway contest" to see who can come up with the correct sequence of events. Ballots could be made with the program, filled in and returned to the classroom for the drawing. This will motivate students to read and give them something to think about while standing in line!

How Does It End?

- Have students create situations with three pages of different endings.
- Have the class vote on which ending illustrates self-esteem and why.

Round Robin Reading

- Have the students print out a screen of his or her own design depicting anything: a room at home, a scary situation, a best friend, a favorite spot, ect. Encourage the students to depict something that they have strong feelings about.
- Have each pupil, in turn, explain what they created and why, reading any text that they wrote on the printout.

Literary Poster

- Create a poster based on any aspect of a student's life. This will develop a surprising number of skills. It will also honor someone for a particular achievement and build that person's self-esteem, as well as a sense of accomplishment.

WINNER OF CITY-WIDE LITTLE LEAGUE TOURNAMENT
Winston Brennan, 6th-grader at Madison School

_____
Picture of Winston on playing field attached to printout

_____
WAY TO GO, WINSTON!

Advice Column

This kind of activity is an excellent vehicle for sharing some of the problems, concerns, frustrations, and solutions common to school children- anything from hassles with parents and siblings to peer pressure and feelings of isolation. Students can often better represent what they are thinking and feeling by using a vehicle such as an anonymous advice column than they can by stating their problem outright.

- Have each student pick out a design that gives them enough room to write. The Flower background or simply a blank background are a good start.

- Have each student describe a troublesome situation and ask for advice and print it out.

- Then, have them pass their "complaints" to the front, mix them up, and pass them out.

- Have students read them and on paper write an advisory response. Next, have the responses typed on the computer and printed out. Different students can read the responses to generate a class discussion.

- This offers an excellent opportunity for sharing and peer counseling. It will be amazing to many students that many of their peers share the same concerns that they do.

Puppets

Make stick or lunch bag puppets easily.

- Simply print out pictures of different children in Big, Big Book format. Mount them onto oaktag and cut them out.
- Have the students color them and paste them to popsicle sticks or paper bags.
- Use the puppets as a tool to illustrate or act out a situation in a puppet theater.
- For added theatrics, print out backgrounds in the Big, Big Book size and use them as backdrops in a box diorama or for a puppet theater.

Guessing Game

As a culminating activity to an esteem-building class or session, print out pictures depicting each lesson. The students take turns, guessing from the picture, which lesson is being shown. The student who guesses correctly gets to keep the picture.

Characterization

In a group, talk about the main people involved in an event or happening. What qualities do they have? Pick a specific person (The President, a Sport's star, an historical figure, ect.) and have the students write about him or her. Does this person demonstrate a sense of self-esteem? Is this person a role model? Why or why not?

Feelings

Have students discuss their feelings about a particular situation or event that occurred in a story. Ask them to put themselves in place of the main character involved. How would they feel in the same situation? How would they react? Discuss the difference between knowing the right thing to do and actually doing it.

Why friends are important

Have students discuss the different friendships they have. (Pets can be friends, too!) What does being a friend mean? How do they demonstrate their friendships to one another? Can relatives be friends?

Do any students have elderly friends? How are friendships with them different or the same as those they have with people their own age? Do they ever feel as though they have no friends? When? In what ways do friends make us feel special and loved? Have students design a screen that depicts the friendship.

Visual literacy-Wordless Big Book

- Create a Big Book with no words.
- After it is printed, mount it onto oaktag, bind it and display in the front of the class. Have the students look at the pictures and begin to tell the story.
- Another way to use the wordless Big Book is to have each student write a short story to go with the pictures.
- Reading the picture interpretations aloud will be a fun activity for the next lesson.

Picture Window

• Activity 1

- Print out the Window background in the Mini-Book size.
- Make copies so that there is one for each student.
- Have each student draws his/her picture in the window.
- The pictures are assembled and made into a classroom book of self-portraits.

• Activity 2

- Repeat the first two steps of Activity 1.
- Have each student draw a picture of themselves and write one important fact about themselves.
- Pages are assembled into a classroom book or "rogues gallery" on the bulletin board.

Birthday Party Table

Happy Birthday!

- Choose the Table background. Have students stamp the appropriate clip art to decorate a birthday party table, ie. cake with candles, plate, fork, spoon, sundae, etc.
- The "Birthday student" then dictates or writes about his/her happiest party.
- Print out a medallion to be worn by the birthday child and print out the Birthday page in the Big, Big, Book size to display on the Bulletin board.

"Mirror, Mirror on the Wall"

• Activity 1

- Select the Mirror background. Choose "Write" and type in the following: I'm Terrific!
- Print it out in book size and make enough copies for each student.
- Students draw a picture of themselves or bring in a photo from home or one done in school. This makes a great "I'm Terrific!" bulletin board display. (Refer to the book by M. Sharmat called I'm Terrific.)
- Encourage a class discussion on the positive qualities each student may have or a goal that was reached. Using the text processor, students can write up some of their unique "I'm Terrific!" features. Print them out in Book size and mount them onto the bulletin board.

Paper Bag Lunch

- Select "Blank Page."
- Stamp the clip art paper bag on the bottom of the page.
- Bring in pictures of foods that would be appropriate for a good school lunch. ie, sandwich, fruit, milk, or use the clip art provided in the program. Arrange the foods so that they look like they are coming out of the bag.

- Print out the page in Big, Big Book size.
- Have students talk about nutrition, the different food groups and why eating healthy meals is important.

Who Am I?

- Select the Sign background.
- Choose "Write" from the design menu. Have each student describe him/herself as in an advertisement, adding clip art where appropriate. (This is also a good activity for a lesson on descriptive adjectives.)
- Print out the ad in the Big Book size.
- Hang the ads up on the bulletin board and have students read them out loud randomly.
- Then, have the class try to guess who each person is in the advertisements.

In a store near you
He's as fast as a
You know he's a
His funny jokes will bring you a
New From Zonko
His funky pictures show he's got Style!

I'm Glad I'm Me! Big Book

- Start the first page by choosing a Blank background and adding a decorative border.

- Choose "Write" from the design menu, and type in the following poem:

  No one looks the way I do
  I have noticed that it's true

  No one walks the way I walk
  No one talks the way I talk

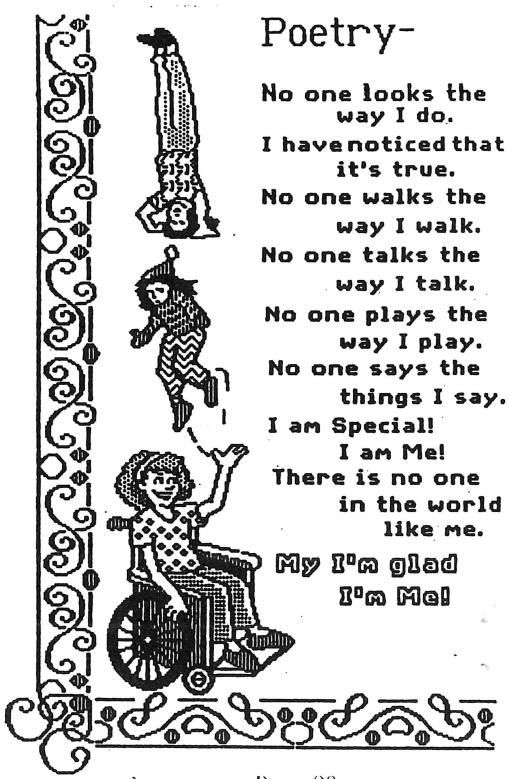
  No one plays the way I play
  No one says the things I say

  I am special! I am me!
  There is no one in the world like me!

  My, I'm glad I'm me!

- Allow students to decorate the page as they like.

- Following pages can illustrate activities that the student likes to do, including their own stories and poems about themselves and significant people in their lives.


Poetry-
No one looks the way I do.
I have noticed that it's true.
No one walks the way I walk.
No one talks the way I talk.
No one plays the way I play.
No one says the things I say.
I am Special!
I am Me!
There is no one in the world like me.
My I'm glad I'm Me!

Poem Cubes

Materials Needed: Two half gallon milk or juice cartons, paste, paper, crayons or markers.

- Cut the milk cartons to make squares and push them together to make a cube.
- Cover with paper.
- Have students write and illustrate a poem and print it out in the miniature size. (Coloring optional)
- Paste a poem on each side of the cube.
- Roll like a die and share the poem that comes up on top.

A String of Stars

- Select "Blank Page". Stamp as many stars as possible on the blank background.
- Print it out in the Big, Big book size. (You will need several pages of stars.)
- Mount each page onto oaktag and have each student cut out a star and write something about themselves on it.
- Color the edges of the stars or add glitter.
- Collect all of the stars and punch a hole through the top of them. Fasten colored yarn to one corner of the room and string it through the stars' hole and fasten the other end of the yarn to an opposite corner of the classroom. Spread out the stars to have them displayed overhead around the classroom.

Feelings

- Refer to the Art-at-a-Glance booklet to find the foreground smiling boy and the sad girl.
- Print them out in color in the Big Book size and mount them onto oaktag.
- Cut them out and paste them back to back onto a popsicle stick.
- Choose "Blank Page" and write the following:

I feel happy when .....

I feel sad when .....

and print it out in the Big Book size.

- Have each student come to the front of the group and tell when she/he feels happy or sad.
- The student turns the face to whichever emotion is being talked about

IDEAS, IDEAS, IDEAS

The ideas listed below are based on specific backgrounds included in the program.

Mirror

Clip art can be stamped within the mirror for various activities emphasizing when and where children feel they are "on display," e.g., when they are called on unexpectedly in school, or when they must perform publicly (in a school play, in a music recital, on a sports field, etc.) This can also be the springboard for an activity on "self image".

Open Window

This can be used as a frame for a bulletin board or for an individual student poster. Inside the window, students can use clip art to portray how they feel on a given day, how they see themselves, how they think others see them. This window can also open a discussion on whether or not students ever feel they are on the "other side of the window looking in"; in other words, to a discussion of feelings of isolation and loneliness and how to overcome them.
This background also lends itself to an open discussion on our environment. How do you feel when you like out the window and see trash, smog or hundreds of cars drive by? Use this background as a cover page to a report about environmental issues. A bulletin board display could follow.

Cafeteria Table

Students can use this graphic to learn how to set a table; to show how they would set a table for a special party for themselves, their parents, or their friends (and how each table would be different), or to show how they would set a table for their favorite meal. This could then lead to endless discussions on nutrition; how to plan and cook healthful and nutritional meals; foods kids like, foods that are good for them, and foods that fit into both categories; eating habits; snacks; meals; favorite foods.

Students can also pretend that the table top is their own personal desk. Now you can discuss desks and doing homework. Do students have their own desk? Do they share one with a sibling? Where do they do homework? On the kitchen table? On their bed?

Schedule Template

This graphic allows both students and teachers to design and print out daily or weekly schedules of engagement, assignments, activities, or just about anything else. It teaches students the all-important skills of budgeting time and establishing priorities (for both weekdays and weekends). Young children can use it to illustrate the events of the day: wake up time, breakfast, recess, after school lessons and activities, etc. Older children can use it to list their daily classes, assignments, etc.

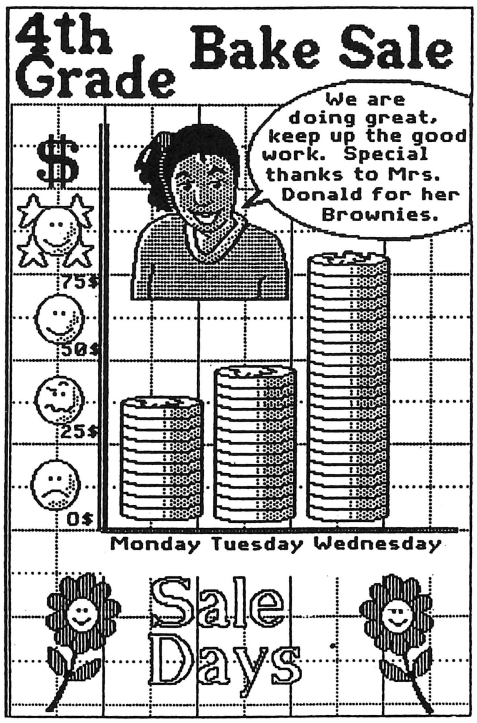
Teachers can make schedules of classes, lesson plans, meetings, etc. to use themselves or to put up on bulletin board for the entire class. They can also design a weekly schedule of events, print it out, duplicate it, and send it home to parents. Teachers may want to draw up a list of events for a day when the students are on a field trip, so parents will know exactly what their kids are doing all day.

A fun activity would be for students to plan a "wish day" listing how they would like to spend a day if they could do anything they wished and be anywhere they wanted.

Another idea would be for students to plan an "ideal" day. Instead of having to follow a predetermined schedule (school from 9 to 5, etc.) they themselves could alter their daily schedule in a way they feel would make better use of their time. Some might choose to have a longer school day (fat chance!); some might choose to schedule lunch at 2 rather than 12 and have recess in the afternoon rather than in the morning. Such activities give students the opportunity to think and make choices, both of which increase their self-esteem and sense of responsibility.

Graph paper

This background graphic can be used in the same way as the Schedule template. It offers a graph paper format onto which icons can be stamped to make graphs of students' progress, or as part of an assignment. There are many icons available including coin and piggy bank (fund raising), alarm clock (time), Male, female and family icons, car, etc. This can be a fun way to introduce graphs to young students while inspiring them to achieve more each week. This background can be used in showing progress towards raising money for a field trip, showing the number of members in a club, etc.

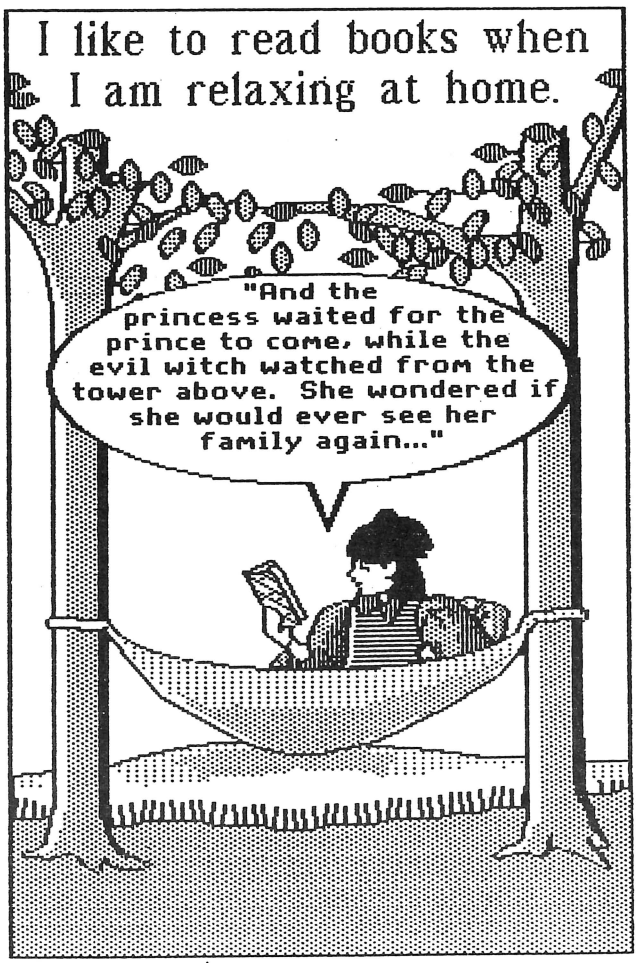


Sign

This graphic is a large, empty space that is suitable for making signs, posters, or announcements, or for writing important messages for all to see. A great use for this, aside from the obvious uses, would be for a poster contest- the student who designs the best poster for an upcoming school event wins free tickets to it! Another good idea is to make a class wall chart on which to record the progress of each student or an entire class in a candy or magazine sales, in achieving a specific academic goal, in raising money for a field trip, and so forth.
Or have each student write his or her name and a short message to a student sick at home or in the hospital, to the custodial to thank him or her for doing a great job, to the teacher on Valentine's Day or Halloween, to the principal on his or her birthday, to a member of the community who has recently done a good or heroic deed, etc. This type of activity establishes in youngsters a sense of belonging to a community, of sharing, and of doing something tangible and positive for someone else. A poster is even better than writing individual letters of thanks because it gives an entire class a sense of identity and unity.

Flowers & Hammock

These backgrounds act as open templates ideal for poetry and thoughtful commentaries. Students can be encouraged here to express things that they think about or dream about. Here they can talk about what they want to be someday or what makes them sad, or happy. There are several pieces of clip art designed for the Hammock background including two that fit naturally into the hammock. Also the hammock and the hill behind it can be used as an eraser so that clip art can be stamped on top the the hammock then the hammock is stamped over it (hiding the bottom of the graphic).

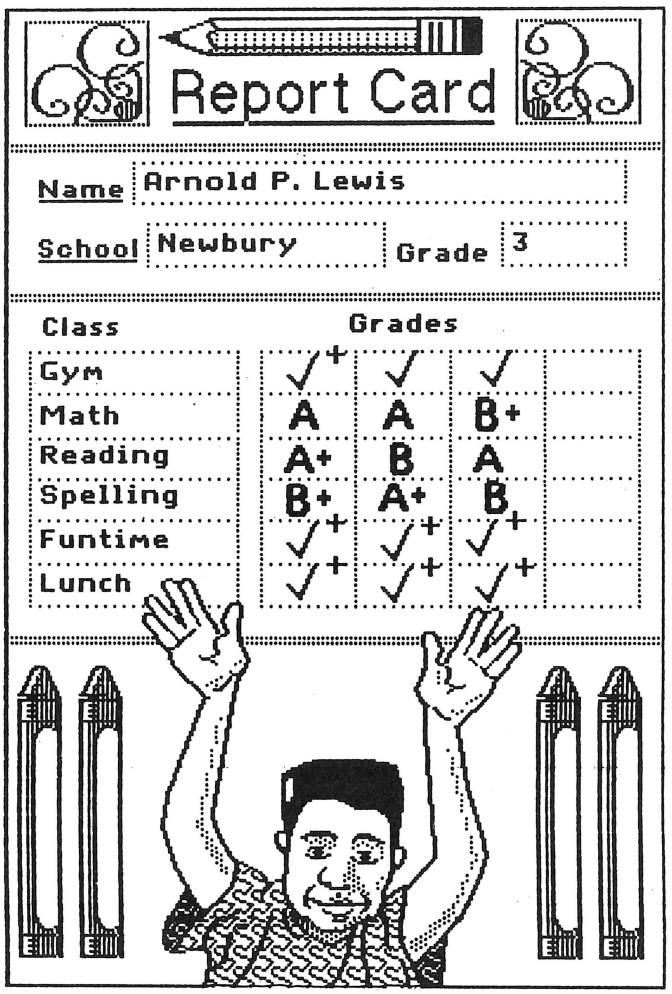

I like to read books when I am relaxing at home.
"And the princess waited for the prince to come, while the evil witch watched from the tower above. She wondered if she would ever see her family again..."

Scroll

This background is designed to be used with clip art and text. It is ideal for official announcements. In most respects, it is interchangeable with the sign background.

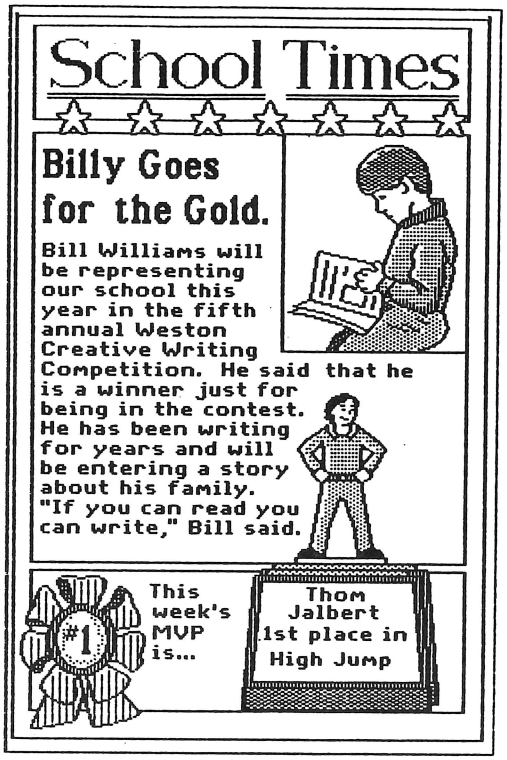
Report card

This background graphic can be filled in and taken home by students as an award for good work. Or students can make up their own classes and school and fill in their ideal grades. Teachers could encourage students to predict the grades that they will get this quarter and help them work towards those goals. At the bottom of the background there is space for special comments, clip art, and awards.



Newspaper

This visual merely gives a basic layout onto which the student or teacher can add some props or use the erasers to remove unnecessary lines from the page. Any news can be used as the subject for this graphic which acts as a basic template for an introduction to desktop publishing for kids. It also introduces students to a particular style of writing. Students can create a classroom or school newspaper, reproducing as many sections of a regular newspaper as possible (headlines, front-page news, sports section, comics, help wanted, classified section, business section, social pages, editorials, etc.) Once each newspaper template is created, it will be very easy to just substitute current text and graphics every week or two.


School Times
Billy Goes for the Gold.
Bill Williams will be representing our school this year in the fifth annual Weston Creative Writing Competition. He said that he is a winner just for being in the contest. He has been writing for years and will be entering a story about his family. "If you can read you can write," Bill said.
#1
This week's MVP is...
Thom Jalbert 1st place in High Jump

Birthday cake

This can be used for anyone who should be especially remembered on his or her birthday. Some examples: each student gets a customized one on his or her birthday, as does the school secretary, the nurse, teacher, etc. There are candles to stamp on top of the cake, balloons and various other party favors available.

Dump & Smog

Using these background graphics the student or teacher can talk about pollution and how it affects our environment. The student can announce recycling drives for posting in the school and around the neighborhood. Getting involved in protecting the environment not only helps solve environmental problems, it also increases self-esteem by getting the pupil involved in solving problems and becoming part of a group.

City Street

This background is easily identified by children and provides a backdrop for social commentary. Teachers should encourage children to write about what they do in their free time after school. They can talk about what their neighborhood is like and what their friends are like.

Apartment

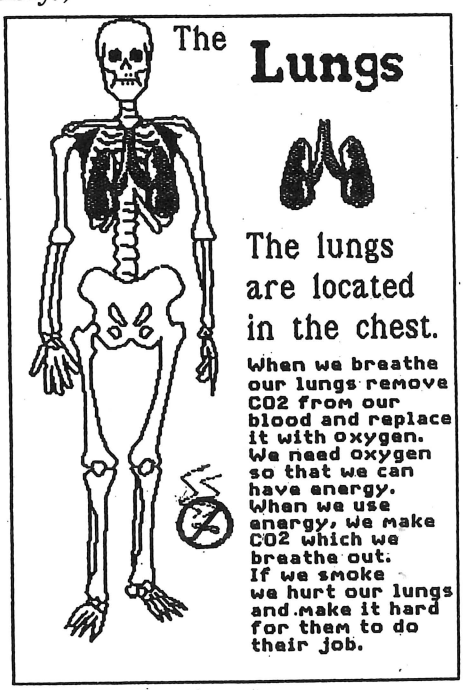
This visual has many of the same features as the city street. Here children can talk about their home and what they do there. They can talk about their family, their brothers and sisters. or their pet.

Four food groups

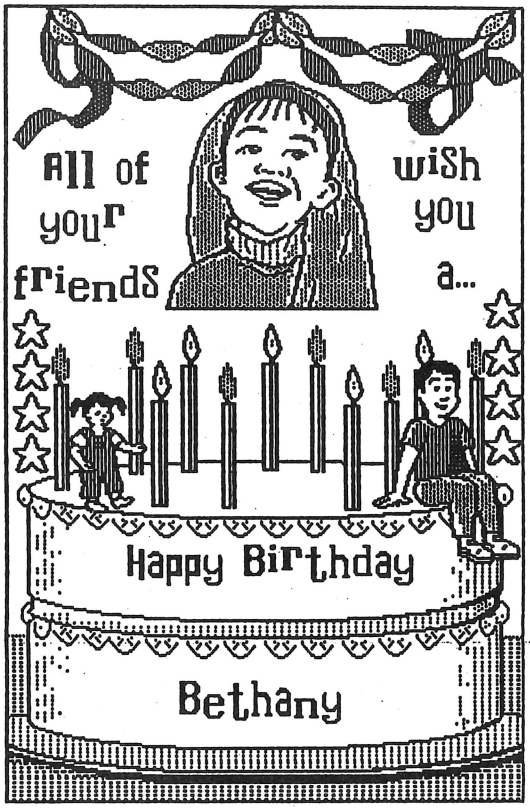
These backgrounds were designed to be printed out in the Big, Big Book format and colored by students. They then can be pasted to cardboard or hung up on a bulletin board in the classroom or in the lunchroom to encourage discussion on balanced meals and nutrition.

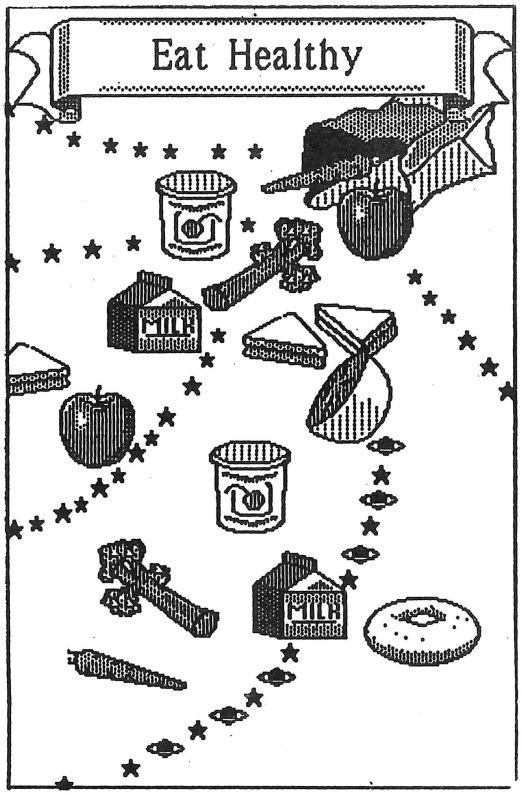
Anatomy

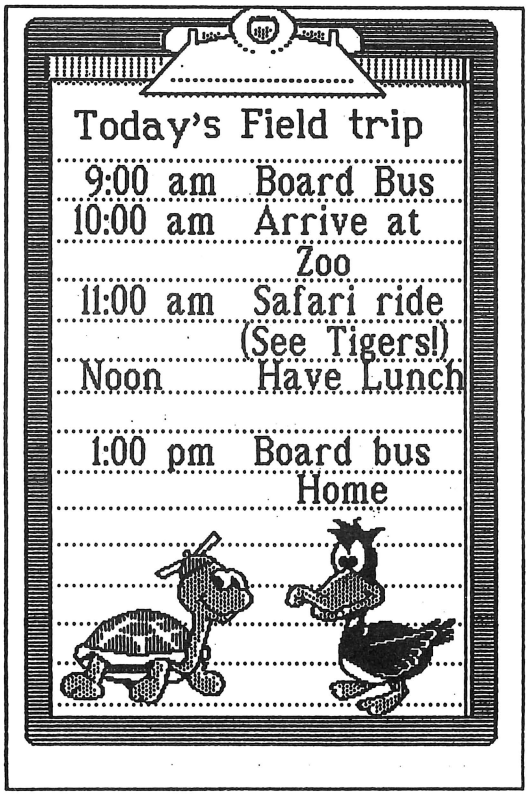
You'll find that many organs are depicted in the clip art files which were designed to fit together inside the anatomy background. This activity works both on screen or offline. Students or teachers can print out the skeleton and the clip art separately, color them, and then place them in the appropriate places. Using a step-by-step process a teacher can teach students about nutrition (strong bones, healthy bodies) and how everyone is the same on the inside. Students can be assigned an organ that they will write a report about, showing where it is located and describing what it does. (A report on the human body would certainly look professional and be an attention grabber if it was designed in the newspaper format mentioned previously.)


The
Lungs
The lungs are located in the chest.
When we breathe our lungs remove CO2 from our blood and replace it with oxygen. We need oxygen so that we can have energy. When we use energy, we make CO2 which we breathe out. If we smoke we hurt our lungs and make it hard for them to do their job.

SAMPLES


All of your friends wish you a...
Happy Birthday
Bethany


Eat Healthy
MILK
MILK


Today's Field trip
9:00 am Board Bus
10:00 am Arrive at Zoo
11:00 am Safari ride (See Tigers!)
Noon Have Lunch
1:00 pm Board bus Home

For Winning the Spelling Bee
RECOGNITION ROCKET!
Congratulations Rudy!
You are Estrella Brillante!

Samples

We have included some samples which you can customize and print out to use in your classroom. Samples include: a story- starter, a newsletter, a birthday poster, a certificate, a crafts project, and a worksheet.

To access the samples, choose **Make a Big Book** from the **Main Menu**. When the next menu appears, choose **Start a New Page**. A "Start With?" menu appears. Choose **Page With Picture** and a list of backgrounds will appear. Choose the folder named "Samples". (If you are using the 5 -1/4" version, take out your program disk and turn it over to access the backgrounds and samples.)

Take a few minutes to look at the samples, they are sure to give you food-for-thought. You can change the samples by customizing them with text and clip art, and save them under a new name on your data disk. The worksheet samples can be printed out and distributed to the class.

SUPPORT

Before calling, we suggest you read through the documentation. Should you still have a problem or if you have technical questions, call Queue, Inc. at 1-800-232-2224 (in Connecticut, Alaska and Canada call 203-335-0908). Defective disks will be replaced free of charge up to 180 days after invoice date. Disks damaged after 180 days may be replaced at $10.00 for the first disk and $5.00 for each additional disk in a program. Mail the damaged disk(s) and appropriate payment to Queue at 338 Commerce Drive, Fairfield, CT 06430, for a prompt replacement.

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The Big Book maker Series

Designed to motivate children to write by using pictures, these easy-to-use programs create Big Books in minutes. The key to the Big Book series is that students can combine art and text on one colorful background. They can print out their pages in four sizes: miniature, book, big book and big big book. The programs are so flexible that teachers can create newsletters, worksheets, bulletin board displays and more. All of the Big Book Maker programs can share clip art and backgrounds, offering an endless library of pictures to write about. The clip art, but not the backgrounds, from the Creative Writing Series may be used with the Big Book titiles:

Favorite Fairy Tales & Nursery Rhymes™*

* This program includes some more clip art from The Three Princesses:

Cinderella, Snow White, and Sleeping Beauty

Letters, Numbers & Shapes™

Feeling Good About Yourself™

Tall Tales & American Folk Heroes™

Cute & Cuddly™

Quentin The Rabbit™

All programs are available for FREE 30 day preview! Network Versions, Site Licences and Lab Packs are also available.

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